

# Grade 8

## Narrative Writing – Words and Actions Bring Con“texts” to Life

Instructional Unit Resource for the  
*South Carolina College- and Career-Ready Standards for  
English Language Arts*

South Carolina Department of Education  
Office of Standards and Learning  
August 2016



## **Grade 8: Narrative Writing:**

### **Words and Actions Bring Con“texts” to Life**

#### **Unit Rationale/Overview**

This unit focuses on analyzing dialogue, incidents, and contexts in literary texts. Texts chosen for this unit will include a historical or cultural context that affects the character and plot development. Teachers may use this unit with the study of a novel or with various short stories. The summative assessment is a text dependent analysis focusing on character development in a literary piece. A second summative assessment is a narrative piece of writing.

This unit supports skills and characteristics outlined in the Profile of the South Carolina Graduate (see link below). Students build their communication, collaboration, and teamwork skills through lessons that include opportunities for partner and small group work. Communication skills are also developed through the writing components included in the unit. The gradual release model on which these lessons were built motivates students to become self-directed. <http://ed.sc.gov/scdoe/assets/File/newsroom/Profile-of-the-South-Carolina-Graduate.pdf>

Estimated time frame: two-three weeks.

#### **Standards and Indicators**

Targeted implies that these standards are the focus of the unit.

Embedded implies that these standards will be naturally integrated throughout the units.

#### **Targeted Standards/Indicators**

##### **Reading - Literary Texts**

- 8.RL.8 Analyze characters, settings, events, and ideas as they develop and interact within a particular context.**
- 8.RL.8.1 Analyze how dialogue and/or incidents propel the action, reveal aspects of a character, or provoke a decision; determine the impact of contextual influences on setting, plot and characters.

##### **Writing**

- 7.W.3 Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well- structured event sequences.**
- 7.W.3.1 Gather ideas from texts, multimedia, and personal experience to write narratives that:
- develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences;
  - engage and orient the reader by establishing a context and point of view and introducing a narrator and/or

- characters;
- c. organize an event sequence that unfolds naturally and logically;
- d. use dialogue, pacing, manipulation of time, and reflection, to develop experiences, events, and/or characters;
- e. use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events;
- f. develop and strengthen writing as needed by planning, revising, and editing, building on personal ideas and the ideas of others;
- g. use imagery, precise words and phrases, relevant descriptive details, and sensory language to capture the action, convey experiences and events, and develop characters; and
- h. provide a conclusion that follows from and reflects on the narrated experiences or events.

### **Embedded Standards/Indicators**

#### **Inquiry**

- 8.I.1** **Formulate relevant, self-generated questions based on interests and/or needs that can be investigated.**
- 8.I.1.1 Develop a range of questions to frame inquiry for new learning and deeper understanding.
- 8.I.3** **Construct knowledge, applying disciplinary concepts and tools, to build deeper understanding of the world through exploration, collaboration, and analysis.**
- 8.I.3.2 Examine historical, social, cultural, or political context to broaden inquiry.
- 8.I.4** **Synthesize integrated information to share learning and/or take action.**
- 8.I.4.3 Reflect on findings and pose appropriate questions for further inquiry.
- 8.I.5** **Reflect throughout the inquiry process to assess metacognition, broaden understanding, and guide actions, both individually and collaboratively.**
- 8.I.5.1 Acknowledge and value individual and collective thinking and using feedback from peers and adults to guide the inquiry process.
- 8.I.5.2 Employ past and present learning in order to monitor and guide inquiry

### **Clarifying Notes and “I Can” Statements**

#### **Clarifying Notes**

This unit was written using activities that will work with any literary texts. Teachers may use this unit with the study of a novel or with various short stories. The unit includes activities to use as models for effective strategies.

The lesson format is that of gradual release. The Gradual Release Model is when a teacher models for students as a whole group, has them practice in a small group, and then work independently (Levy, 2007). The modeling portion (I do) is a mini-lesson shown by the teacher and should emphasize how to *think through* the process while demonstrating it. The guided practice (we do) might include the teacher and students' working together, students' working in small groups, or both. It is recommended, but not required, that students complete the independent practice (you do) on their own to determine their individual mastery of the "I can" statement (and standard). Naturally, this format is not required, and teachers who choose to use the included lessons or structure should determine which suggestions fit best within the gradual release components (or other instructional method) based on their knowledge of students.

The Essential Questions for the unit indicate the transferable skills and knowledge students will gain during this unit. "I Can" statements within the unit break the overarching Essential Questions into the smaller concepts students need to master in order to understand the Essential Questions. Finally, the Learning Targets and Guiding Questions in the individual lessons are aligned to the "I Can" Statements.

### **"I Can" Statements**

"I Can" statements are learning targets of what students need to know and accomplish as related to the standards/indicators.

- I can analyze how dialogue in a literary text propels the action. (8.RL.8.1)
- I can analyze how dialogue in a literary text reveals aspects of a character or provokes a decision. (8.RL.8.1)
- I can determine how context impacts setting, plot, and characters in a literary text. (8.RL.8.1)
- I can write informative/explanatory texts to analyze literary texts. (8.W.2.1)
- I can select and effectively use relevant information to convey ideas. (8.W.2.1)
- I can effectively organize my writing. (8.W.2.1)
- I can paraphrase, quote, and summarize to avoid plagiarism.(8.W.2.1)

### **Essential Questions**

These are **suggested** essential questions that help guide student inquiry.

- How do authors develop dialogue, incidents, characters and settings that work together to tell a story? (8.RL.8.1)
- How does the context of a literary work affect the plot, character development, and setting? (8.RL.8.1)
- How do I organize my writing and support my ideas in an informative text? (8.W.2.1)

### **Academic Vocabulary**

Some students may need extra support with the following academic vocabulary in order to understand what they are being asked to do. Teaching these terms in an instructional context is recommended rather than teaching the words in isolation. The ideal time to deliver explicit instruction for the terms would be during the modeling process. Ultimately, the student should be able to use the academic vocabulary in conversation with peers and teachers.

context  
dialogue  
characters  
setting  
plot

### **Prior Knowledge**

In seventh grade, students

- learned to analyze how setting shapes the characters and/or plot and how particular elements of a narrative or drama interact

Student will need to know:

- how to identify the elements of plot, including setting, characters, conflict,
- how to recognize dialogue,
- how to properly cite textual evidence in their writing,
- how to compose paragraphs.
- How to use transition words,
- How to revise and edit their work.

### **Subsequent Knowledge**

In ninth grade, students will:

- analyze how characters or a series of ideas or events is introduced, connected, and developed within a particular context.

### **Potential Instructional Strategies**

The teacher will determine the order in which lessons are taught listed based on students' needs and texts chosen.

**Learning Target: I can determine how context impacts setting, plot, and characters in a literary text. (8.RL.8.1)**

**Guiding Question:** How does the historical or cultural context affect a literary text?

- **Model (I do):** Give a brief overview of the setting of the literary text you are about to read. On chart paper or on the board, create a class KWL chart. The teacher should list one thing students know and one thing they want to know about the time period or culture. <https://www.eduplace.com/graphicorganizer/pdf/kwl.pdf>

Know	Want to Know	Learned

- **Guided Practice (We do):** Students can individually set up a KWL chart in their journals to describe what they already “Know” about the time period or place and then what they “Want” to know. Students should then discuss the first two columns in their small groups. If they “Learn” something from a group member, they should add it to the “L” column.
  - The chart could also be filled in by a “recorder” from each group who comes up to write two things for the K and W column.
  - As the teacher or an elected student reads the chart to the class, students can add to the “L” column in the chart in their journal.
- **Independent Practice (You do):**
  - After students have completed the chart, give them time to ask a new question about the historical context of the novel or use a different one from their “W” section.
  - Have students should write the question on a sticky note to be posted on chart paper.
  - Sorts and divide the sticky note questions so that each member in a group gets a question. (Some questions may not be used.)
  - Have students use DISCUS at <http://www.scdiscus.org/> or another website to search for the answer to the question. (Websites resources for this purpose are listed in the Resources section at the end of this document.)

- As they research, students can
  - Add to the “L” portion of the KWL chart in their journal,
  - Create a slide in Google Slides or Powerpoint that will eventually be shared with the class in a group presentation.
  - Make a verbal report to the class.

**You may choose to use the following resource to build on the lesson above.**

#### [Historical Context Analysis Chart](#)

After students have learned about the historical context of the text, they can use the chart to stimulate thinking about the social, economic, and political issues of the time period in which the text is set. See [Historical Context Analysis Chart](#) in the Appendix.

**Learning Target: I can analyze how incidents in a literary text reveal aspects of a character or provoke a decision. (8.RL.8.1)**

**Guiding Question:** How does an author develop a character?

#### Characterization Lesson

- Ask students in groups to brainstorm a list of ways authors help readers get to know characters in a story. Share with whole the class.
- Show the video, Introduction to the STEAL method of character development (Run-time 1:14)  
<https://www.youtube.com/watch?v=kHt8RjkFs98>
- Share the Characterization and the [STEAL Analysis Strategy PowerPoint](#) found in the Appendix.
- Guided Practice: Use the text *The Cat in the Hat* as a model and a copy of the [STEAL Analysis of Indirect Characterization](#) chart located in the Appendix.
  - Model (I do)- STEAL analysis for the Cat character (page 3)
  - (We do) - Together use the STEAL analysis chart for the fish (page 4)

- Independent Practice (You do): Students complete the chart for Sally and the narrator by themselves. (page 5)
- Students can use a STEAL chart for any character or multiple characters as they read any literary work. During a close-reading, they can highlight examples of direct and indirect characterization.

Full Characterization Lesson, using *The Cat in the Hat* to teach direct and indirect characterization can be found at <http://www.readwritethink.org/resources/resource-print.html?id=800>

**Learning Target: I can analyze how incidents in a literary text reveal aspects of a character or provoke a decision. (8.RL.8.1)**

**Guiding Question:** How does an author utilize incidents to develop a character?

Incident Analysis Lesson

For this lesson, please reference the [Incident Analysis in Literary Texts Lesson PowerPoint](#) located in the Appendix.

At the end of the Incident Analysis lesson, students will do the following “Think, Write, Share” activity in their journal. (Toonder, 2013)

- THINK about a time that an incident/event in your life either caused you to act in some way (propelled the action), revealed a personality trait about you, or provoked you to make a decision.
- WRITE - Write about the experience and how it impacted you.
- SHARE - Share your experience with a partner.

**Learning Target: I can analyze how dialogue in a literary text reveals aspects of a character or provokes a decision. (8.RL.8.1)**



**Guiding Question:** How does an author utilize dialogue to develop a character?

Purpose of Dialogue Lesson

- For this lesson, you will need a copy of the [Purpose of Dialogue PowerPoint](#) located in the Appendix.
- After the lesson, read the student sample “Miss Sadie” from <http://www.uen.org/Lessonplan/preview.cgi?LPid=31180>
- If you are able to make a copy for each student or share an electronic copy, students can highlight dialogue as they read.
- If desired, students should complete the “Miss Sadie” chart from <http://www.uen.org/Lessonplan/preview.cgi?LPid=31180>
- Dialogue Analysis Chart - See [Dialogue Analysis Chart](#) in the Appendix.
  - This chart should be used by students as they read a selected text. You can scaffold this activity by using it with a common, whole-class text first, then use it in small groups, and then individually.
  - Using the “Purposes of Dialogue” lesson will help students understand the language in this chart.
  - This chart can be a useful tool for their summative assessment essay.

**You may choose to use the following resources and activities to build on the lesson above.**

Character Analysis

[Character Connections Web](#) located in the Appendix.

<https://www.youtube.com/watch?v=vpICaczeQ9o>.

He Said/She Said: Analyzing Gender Roles through Dialogue

<http://www.readwritethink.org/classroom-resources/lesson-plans/said-said-analyzing-gender-287.html>

Playlist for Holden: Character Analysis with Music and Lyrics

<http://www.readwritethink.org/classroom-resources/lesson-plans/playlist-holden-character-analysis-30768.html>

**Learning Target: I can write a text dependent analysis focused on character development in a literary work. (8.W.2.1)**

**Guiding Question:** How do I use evidence from the text to support my analysis of plot development?

Writing Tools to prepare students for the skills required in the Summative Assessment Lesson

### **Organizing Body Paragraphs**

TEPAC Paragraph Structure

[https://www.sandiegounified.org/schools/sites/default/files\\_link/schools/files/Domain/19525/Analytical%20Paragraph%20Chart.pdf](https://www.sandiegounified.org/schools/sites/default/files_link/schools/files/Domain/19525/Analytical%20Paragraph%20Chart.pdf)

### **Quoting or Paraphrasing Sources Properly**

The following links provide videos that show proper parenthetical citations, using MLA style. You can choose one to share with the whole class, or you can give students access to these so that they can view them on their own if needed.

<https://www.youtube.com/watch?v=uCVrtKNO62o>

<https://www.youtube.com/watch?v=R5igNRmKLug&nohtml5=False>

### **Using Quotations**

Inside or Outside? A Mini-lesson on Quotation Marks and More

<http://www.readwritethink.org/classroom-resources/lesson-plans/inside-outside-minilesson-quotation-118.html>

### **And I Quote: A Punctuation Proofreading Mini-lesson**

<http://www.readwritethink.org/classroom-resources/lesson-plans/quote-punctuation-proofreading-minilesson-1124.html>

## **Potential Assessment Tasks**

### **Summative Assessment:**

Write an essay analyzing how the main character changes throughout the story, using a combination of dialogue and details from the text for support. (8.RL.8.1) (8.W.2.1)

### **Rubric for summative assessment**

SC-Ready Text Dependent Analysis Rubric:

[http://ed.sc.gov/scdoe/assets/File/tests/middle/scready/SC\\_READY\\_TDA\\_Scoring\\_Guidelines\\_With\\_Nonscore\\_Codes.pdf](http://ed.sc.gov/scdoe/assets/File/tests/middle/scready/SC_READY_TDA_Scoring_Guidelines_With_Nonscore_Codes.pdf)

### **Formative Assessments**

- KWL Chart

- Historical Context Analysis Chart
- Presentation of Historical Context Exploration
- STEAL Chart for one or more characters in a literary work
- Incident Analysis Writing Response
- [Dialogue Analysis](#) Chart
- Character Connections Web

### **Other Formative Assessment Resources**

53 Ways to Incorporate Formative Assessments in your classroom:

<http://www.edutopia.org/pdfs/blogs/edutopia-finley-53ways-check-for-understanding.pdf>

Four Formative Assessment Practices That Make a Difference in Classrooms:

<https://www.nwea.org/content/uploads/2016/04/4-Formative-Assessment-Practices-that-Make-a-Difference-in-Classrooms.pdf>

Tracking and Supporting Student Learning with Kidwatching

<http://www.readwritethink.org/professional-development/strategy-guides/tracking-supporting-student-learning-30971.html>

### **Summative Assessment**

Write a narrative that develops real or imagined experiences or events, using effective techniques, well-chosen details, and well-structured event sequences. Use the texts in the unit as a model. (8.W.3, 8.W.3.1)

Teachers will use the SC Ready Scoring Guidelines for Text-dependent Analysis to assess this essay. Checklists and Scoring Guidelines may be found at:

<http://ed.sc.gov/tests/middle/sc-ready/writing-component-of-sc-ready/>

### **Resources**

Profile of the South Carolina Graduate:

<http://ed.sc.gov/scdoe/assets/File/newsroom/Profile-of-the-South-Carolina-Graduate.pdf>

Writing Component for SC Ready

<http://ed.sc.gov/tests/middle/sc-ready/writing-component-of-sc-ready/>

### **Text Suggestions**

“The Drummer Boy of Shiloh” (“The Drummer Boy of Shiloh” by Ray Bradbury; may be paired with “A Mystery of Heroism” by Stephen Crane. Both stories can be found in Houghton Mifflin Harcourt’s *Collections* for Grade 8)

<http://www.eyewitnesstohistory.com/shiloh2.htm>

ReadWorks.org is a free site that provides literary texts and paired texts that are searchable by grade-level, Lexile, or topic.

<http://www.readworks.org/>

EngageNY: Working with Evidence: Taking a Stand

<https://www.engageny.org/resource/grade-8-ela-module-2a>

### **Historical Context Resources:**

Eyewitness to History

<http://www.eyewitnesstohistory.com/>

History Channel

<http://www.history.com/>

American Rhetoric (Historical Context Resources)

<http://www.americanrhetoric.com/moviespeeches.htm>

DISCUS: South Carolina’s Virtual Library

<http://www.scdiscus.org/>

## Grade 8: Words and Actions Bring Con“texts” to Life

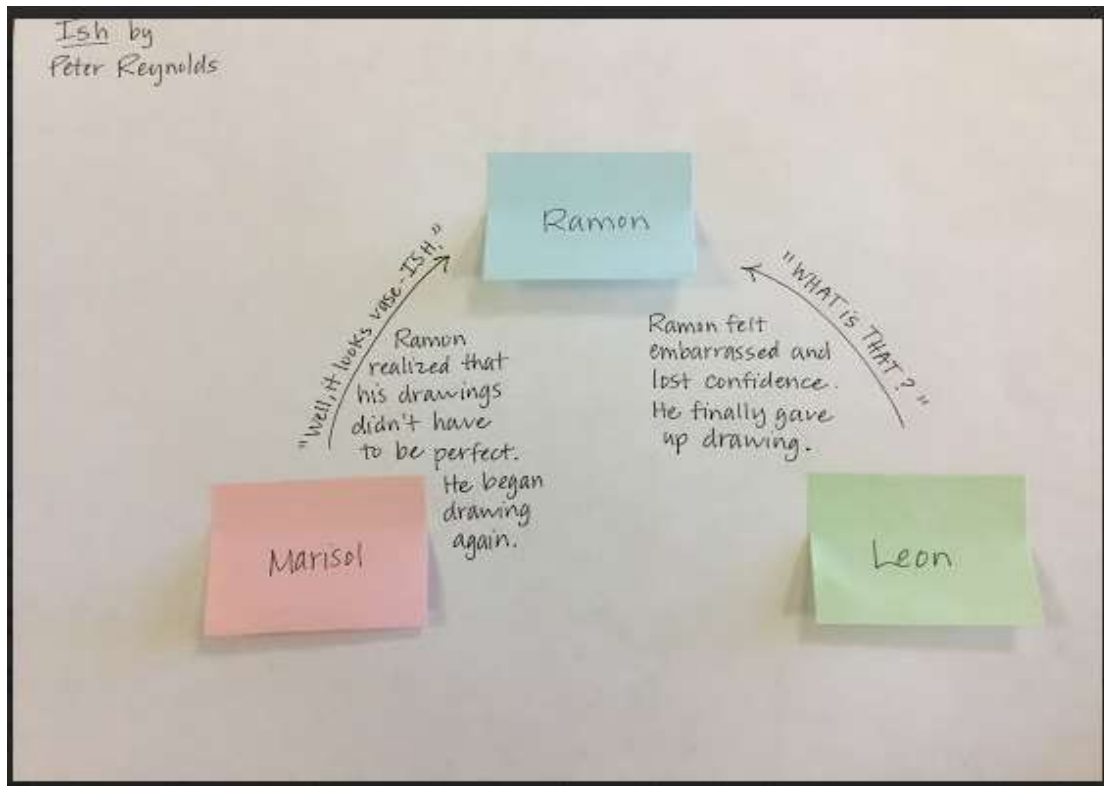
### Character Connections Web

#### Rationale:

In stories and novels with several well-developed characters, the characters usually affect each other. Studying the interactions among characters can help the reader develop deeper understandings about the characters and even the theme(s) in the text.

#### How To:

This strategy can be used completed with notebook or chart paper. Students write the names of each of the major and minor characters in the text on the paper, leaving enough space to create a web. Next, students draw arrows or lines connecting the characters. On the lines, students write examples of dialogue between the characters that had an impact on the character or plot and explain the impact. Below is an example based on *Ish* by Peter H. Reynolds, and a link to video may be found in the references cited below (Reynolds 2013).



#### References Cited:

Reynolds, P. H. [Euan Kilpatrick]. (2013 Jan 25). *Ish by Peter Reynolds* [Video file]. Retrieved May 29, 2016, from <https://www.youtube.com/watch?v=vpICaczeQ9o>

Serravallo, J. (2015). *The Reading Strategies Book: Your Everything Guide to Developing Skilled Readers*. Heinemann.

## Dialogue Analysis Chart

**Essential Question:** How does dialogue in the story 1) propel the action, 2) reveal aspects of a character, or 3) provoke a decision?

**Directions:** Find examples of dialogue throughout the story that performs one of the three functions listed in the Essential Question: 1) propel the action, 2) reveal aspects of a character, or 3) provoke a decision. Try to find two examples of dialogue for each function.

<b>Dialogue from the Text</b> Write the exact dialogue as it is found in the text. Be sure to cite the page number where you found the quote.	<b>Function</b> Does the dialogue propel the action, reveal aspects of a character, or provoke a decision?	<b>Analysis</b> Write the reason for your choice of FUNCTION. Why does the dialogue work in that way?

## Grade 8: Words and Actions Bring Con“texts” to Life

### Historical Context Analysis Chart

**Rationale:**

The setting of a plot includes both time and place. When stories and novels are set in a historical context, the characters and plot development are impacted by the historical environment, which is made up of social, economic, and political conditions.

**How To:**

This strategy can be completed using notebook or chart paper. Students may work independently and then share their answers, or the teacher may guide a whole-class session. The teacher guides students to complete the chart below with information about the social, economic, and political issues of the time period in which their text is set. Opportunities for short inquiry projects may arise as a result of this engagement. Movies and picture books may be used to model this strategy.

#### Historical Context Analysis Chart Title:

Environmental Conditions	Definition	What I Know
Social	Interactions between people; societal issues such as race relations and gender expectations	
Economic	Having to do with money such as jobs	
Political	Having to do with government such as laws	

**Reference Cited:**

Serravallo, J. (2015). *The reading strategies book: Your everything guide to developing skilled readers*. Heinemann.

**Grade 8: Words and Actions Bring Characters to Life**  
**STEAL Analysis of Indirect Characterization**

**Title:**

**Character(s):**

Type of Indirect Characterization	Examples	Explanations
<b>Speech</b> What does the character say? How does the character speak?		
<b>Thoughts</b> What is revealed through the character's private thoughts and feelings?		
<b>Effect on Others</b> What is revealed through the character's effect on other people? How do other characters feel or behave in reaction to the character?		
<b>Actions</b> What does the character do? How does the character behave?		
<b>Looks</b> What does the character look like? How does the character dress?		

References Cited:

*Defining characterization.* [PDF document]. (204). Retrieved May 29, 2016 from [http://www.readwritethink.org/files/resources/lesson\\_images/lesson800/Characterization.pdf](http://www.readwritethink.org/files/resources/lesson_images/lesson800/Characterization.pdf)



**Grade 8- Narrative Writing**  
**Words and Actions Bring Con “texts” to Life**  
**Characterization and STEAL PowerPoint**

To open the PowerPoint:

1. Click on the image below
2. Select Presentation Object
3. Open

**Characterization**  
**and the STEAL Analysis Strategy**

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**Words and Actions Bring Con “texts” to Life**  
**Incident Analysis PowerPoint**

To open the PowerPoint:

1. Click on the image below
2. Select Presentation Object
3. Open

# Incident Analysis in Literary Texts

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**Words and Actions Bring Con “texts” to Life**  
**Purpose of Dialogue Lesson PowerPoint**

To open the PowerPoint:

1. Click on the image below
2. Select Presentation Object
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# **The Purpose of Dialogue**

Why do authors include dialogue in literary texts?

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2016

## Grade 8: Words and Actions Bring Con“texts” to Life

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